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**Congressional
Committee Report
on
What Happened
When Schools
Were Integrated in
Washington, D. C.**



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EDUCATIONAL FUND OF THE
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GREENWOOD, MISS.

**When racial integration came to Washington, D. C., public schools, what was the result?
A subcommittee of Congress reports—**

Following are excerpts from a report on integration of public schools in Washington, D. C., made by a subcommittee of the House Committee on the District of Columbia and released Dec. 28, 1956:

The Subcommittee of the House of Representatives on the District of Columbia to Investigate the District of Columbia Public Schools and Juvenile Delinquency in the District of Columbia submits the following report to the full House Committee on the District of Columbia.

Complete, accurate and reliable information was needed by the Committee on the District of Columbia to clarify the many conflicting reports, rumors and misleading information about conditions in the Washington schools. Attempts to obtain a true picture of the state of affairs had met with little success. The subcommittee was appointed to make an investigation. The committee started work on July 11, and held open hearings from Sept. 19 until Oct. 1, 1956.

Prior to September, 1954, the public-school system in the District of Columbia was operated on a racially separate basis, the white schools being referred to as the division I schools and the Negro schools as division II. There was a superintendent of the entire school system, and directly under him was an assistant superintendent in charge of division I and an assistant superintendent in charge of division II.

Each of the divisions had the same curriculum and course of study which was set up and approved by a joint integrated committee. They had access to the same textbooks. Funds for textbooks and supplies were allotted on a per capita basis. Except for teachers' salaries, which will be discussed later, funds appropriated for the entire school operation were allocated on a per capita basis.

Two normal schools were maintained for the training of teachers: a white school known as Wilson Teachers College and a Negro school known as Miner Teachers College.

The teachers in each of the divisions were adequate in numbers and certification. They were paid on the same salary scale and ranked among the highest paid in the public schools of the United States.

On May 17, 1954, the United States Supreme Court ruled that racial segregation of students in the public schools in the District of Columbia and throughout the United States was unconstitutional and not in conformity with the Fourteenth Amendment.

Notwithstanding the fact that the Supreme Court had deferred further action on these cases until the October term of Court in 1954 for the purpose of giving the legal representatives of the several States an opportunity to present further argument, immediate request was made for integrating the Washington schools with a public admonition by the President of the United States that they should serve as a model of integrated schools to be copied by the rest of the country.

Little serious or genuine preparation for such a major change had been made. Eight days after the Supreme Court ruling—on May 25, 1954—the board of education of the

District of Columbia, by a vote of 6 to 3, ordered the schools to be integrated and adopted the following declarations of policy:

1. Appointments, transfers, preferments, promotions, ratings, or any other matters respecting the officers and employees of the board shall be predicated solely upon merit and not upon race or color.

2. No pupil of the public schools shall be favored or discriminated against in any matter or in any manner respecting his or her relationship to the schools of the District of Columbia by reason of race or color.

3. Attendance of pupils residing within school boundaries, hereafter to be established, shall not be permitted at schools located beyond such boundaries, except for the most necessitous reasons or for the public convenience, and in no event for reasons related to the racial character of the school within the boundaries in which the pupil resides.

4. The board believes that no record should be kept or maintained in respect to any pupil not enrolled in a public school on or prior to June 17, 1954, or in respect to any officer or employee not employed within the system on or prior to that date in which information is solicited or recorded related to the color or race of any such person.

5. That the maximum efficient use shall be made of all physical facilities without regard to race or color.

The president of the board of education testified that he had opposed the quick action that was taken by the board in integrating the schools. He stated that, in the light of history, an effort should have been made to determine whether the division II students were on the same grade level as those in division I before integration was ordered. He stated further that the integrated school system of the District of Columbia is not a model to be followed by any school system in the United States.

Many of the school personnel testified that integration of the schools in the District of Columbia was too hasty, that it was done without adequately preparing the principals, teachers or students for the problems to be encountered.

It is the intention of the committee to present a report designed to aid in improving the conditions affecting public-school children of the District of Columbia. It is the desire of the committee to relieve the able, courageous and excellent principals, teachers and officials from pressures that have been a handicap to them. The problem presented is too serious and too far-reaching to be considered lightly by Congress and the people.

Washington, D. C., is the most favorable choice as an integration experiment most likely to succeed. Our best educated Negroes are migrating to the capital in great numbers. The Negro per capita income in the District of Columbia is higher than the white income in some areas of the nation. As residents of the nation's capital, the people of the District of Columbia enjoy more cultural advantages than people of any other city in America. The District of Columbia Negroes have had school facilities superior to most other school districts in the nation. No other place in the nation offers such superior advantages for a successful integration program.

The investigation and subsequent hearings were con-

ducted in an atmosphere charged with abuse and name calling directed at members of the committee and its chief counsel by some of the Washington press, some minority pressure groups and other advocates of integrated schools. This conduct was constant and deliberate. It was unquestionably intended to destroy the effectiveness of the investigation.

The bias of one of the Washington newspapers in favor of integration is illustrated by the following testimony of Mrs. Elva C. Wells, principal of Theodore Roosevelt High School:

"One of the Washington papers sent out a photographer to my graduation and came up to me as I was leaving the stage and asked for permission to take pictures of the Negro honor students. And I said, 'Well, we have no Negro honor students, but we have many, many honor students.' They would not take the pictures of the honor students. I tried very hard last year to get all three papers to give us a big build-up on the scholarships and honors which our school had won.

"As I told you, we were the only public high school to have a national merit scholarship winner. We had scholarships to Dartmouth, Harvard, Cornell, Pennsylvania, Princeton and many others that I can't say offhand. I wanted a big build-up on that. And I got all the information, because I felt it would offset some of the press on the low standards and so forth. I could not get that before the public in the press. I could not get that written up . . .

"Well, I don't know that I should use the word 'refusal.' He just said he wasn't interested in taking it. Perhaps I should put it that way. I offered that. I said, 'We do not have a Negro student in the honor group, but we have many students that have won honors, and I would like you to take it.' And he said, 'Well, no.' He said he was sent out to get the Negro students who had won honors. And if my memory serves me correctly, it was the Washington 'Post.'"

A mass meeting sponsored by the NAACP [National Association for the Advancement of Colored People] was planned and held to protest the investigation.

During the course of the hearings the protestants, apparently fearful of the impending revelation of the truth, made a vigorous effort to halt the proceedings.

Entreaties were made to President Eisenhower, presidential candidate Adlai Stevenson, Republican Chairman Leonard Hall, Democratic Chairman Paul Butler, Speaker Sam Rayburn, House Leader John McCormack, and all members of the House District Committee, vigorously urging them to use their influence in preventing the subcommittee from functioning in its legitimate endeavor to gather information heretofore withheld from the Congress and the public.

Immediately after Mrs. Elva C. Wells, principal of Theodore Roosevelt High School, testified before the committee, Wesley Williams, a Negro member of the District board of education, issued a public statement suggesting that "Dr. Corning should re-examine the competency of some of the principals" who appeared at the hearings. He said that some had "made severe admissions of inadequacy."

When it is considered that this attack was obviously directed at Mrs. Wells, one of the outstanding and able prin-

cipals in the District school system, who had been in the school system since 1929, and had very successfully operated a most outstanding high school in Washington, it is evident that this unwarranted attack was intended to coerce and intimidate and cause witnesses not to appear and testify at the hearings. This was somewhat effective in the light of the fact that the subcommittee used only voluntary witnesses. Subsequent to this attack, some teachers and principals were reluctant or failed to appear because they were fearful of reprisals at the hands of certain members of the board of education.

This fact was clearly demonstrated in the testimony, on the day after this attack was published, of Miss Dorothy Tripp, principal of Langdon and Woodridge Schools, who made the following observation before the subcommittee:

"I think before I go further I want to make a point that I am a little bit concerned over a statement made in the [Washington] 'Star' yesterday referring to Mr. Williams' (our board member) seven-page statement issued to the press, stating that 'Dr. Corning should re-examine the competence of some of the principals' who appeared at the hearings. He said he felt some had 'made severe admissions of inadequacy.' I want to be awfully sure, before I go deeper into this, want to feel there will be no reprisal—or no retribution, maybe, is a better word—of any kind on any statements I may be making before this committee. . . .

"I don't feel I am here under pressure. I feel it is my professional duty to be here even if it were not a required thing; but under the circumstances I thought I should make that clear before I go further because I may say some things in the course of the questioning that would reflect upon the work my teachers and I have done that we felt we have done the best we could under the circumstances and will continue to do so."

This attack had so intimidated some of the prospective witnesses that it became necessary to bring before the subcommittee Superintendent Hobart S. Corning, who reassured the school personnel that no reprisals would be imposed against them for testifying before the subcommittee. Notwithstanding this assurance, some were still doubtful and did not appear. Many who did appear showed effects of intimidation and coercion and were fearful to repeat many statements they had made to the subcommittee staff when originally interviewed.

In an effort to encourage the submission of pertinent facts, on the first day of the hearings the chairman of the subcommittee made the following statement:

Mr. Davis [Representative James C. Davis (Dem.), of Georgia]: I want to make this announcement before this session adjourns: I have had letters from several organizations stating that they wanted to appear as witnesses. I do not know what information they have, or might have, that would be relevant to this investigation. The committee will be glad to have any organization or group which feels it has anything to offer for this investigation to submit a statement or a summary of what they think they could give us information on. You may submit that to counsel, Mr. Gerber [William Gerber, subcommittee counsel], and if the committee deems it relevant and pertinent, we will be glad to have you as a witness.

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It should be noted that, during the investigation and at the public hearings, all of the witnesses appeared voluntarily. They were selected from the school personnel list furnished by the school administration without regard to race.

Many teachers, both white and colored, appeared on a confidential basis, with the request that they not be used as witnesses.

It is the intention of the subcommittee to present the problems of major importance factually, clearly, frankly and fully enough for the public to know what has happened and is happening in our capital city. Every citizen has a direct interest in Washington affairs, particularly inasmuch as Washington has been designated to serve as a model of public-school integration.

Some problems of major importance as revealed by the open hearings will be discussed at some length in this report. Other items will be stated briefly. A vast amount of pertinent information of vital interest to school people and public officials was given in private hearings and is on file. For reasons mentioned heretofore, not all of the picture is in printed public record.

One situation of great concern to the nation is the fact that the white population is leaving Washington. The records show, conclusively, that the elementary-school population was increasing after World War II until the first steps into integration were taken in public housing and other fields. At the first threat of integration, the white residents began to leave.

EFFECT OF SCHOOL INTEGRATION ON POPULATION

The exodus of white residents from the District of Columbia was accelerated by the persistent agitation for school integration which culminated in the ruling by the Supreme Court. The subsequent establishment of school boundaries, which resulted in forcing the mixing of white and Negro students, caused a great many of the white residents to move to the suburban areas and into the States of Maryland and Virginia. Many have enrolled their children in racially segregated private schools. This exodus is continuing at this moment, according to the testimony of school personnel, and there is a prediction that, in the not-too-distant future, the District of Columbia will be a predominantly Negro community.

Where there were a few years ago 59,582 white students and 33,498 Negro students, the school census as of Oct. 21, 1955, disclosed that there was a school membership of 38,768 white students and 68,877 Negro students. The school census of October, 1956, clearly indicates the continued exodus of the white residents from the District of Columbia. This census shows that the school population is now 34,750 white students (32 per cent) and 73,723 Negro students (68 per cent).

ENROLLMENT STATISTICS

The following tables tell the story, more clearly than words, that integration is the direct cause of the flight of the white people from Washington.

1. The postwar elementary white enrollment was increasing until the first type of integration started around 1949-50.

2. The loss was very slow until 1953 when plans for school integration were under way. The whites then moved out rapidly.

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3. The heaviest loss was within the last year, 1956. Not only do these figures indicate that integration was the cause of the exodus, but the 1956 figures show that the situation is growing more acute.

THE RESULTS OF INTEGRATION— TABLES OF WHITE EXODUS

Total enrollment as of October of each year.

	1953	1954	1955	1956
Total white	44,897	41,393	38,768	34,750
Total Negro	58,936	64,090	68,877	73,723
Percentage of white decline..	-2.7	-7.8	-6.3	-10.4

The white enrollment 1949-50 (start of housing and other integration) was 48,696.

The white decrease, 1949-1956, is 13,946 or 28.6 per cent.

The change in elementary enrollment is a more accurate indication of the shift in population than the total enrollment, or that of any other group. The next table shows the elementary growth, 1945-49.

The years of white elementary increase.

	1946	1947	1948	1949
Enrollment	26,352	26,726	26,916	28,528
Per cent of increase	+6	+1.4	+7	+6.0

This growth was ended when housing and other integration started.

White elementary enrollment continued.

	1951	1952	1953	1954	1955	1956
Number	27,967	27,702	27,209	24,445	22,607	20,113
Per cent....	+0.09	-0.9	-1.8	-10.2	-7.5	-11.0

The drop from the peak (postwar) year (1949) to 1956 was 8,583 or 30.9 per cent.

• • •

... There are only six all-white schools left.

The scholastic standing of the ... schools has been very seriously affected by the method of integration now used in the District of Columbia. A study of mentality and achievement follows.

RESULT OF EDUCATIONAL ACHIEVEMENT AND I. Q. TESTS

For the first time in the history of the District school system, national standardized educational-achievement and I. Q. tests were given on a city-wide basis during the 1955-56 school term.

After these tests were concluded, the superintendent of schools refused to reveal to the press and public the specific results of those tests.

In refusing to disclose this information, the superintendent declared, "that publicity on achievement scores between white and colored pupils might cause difficulties in desegregation. The March tests showed former all-colored schools for the most part lagged behind schools formerly all white." He further stated that "test statistics are easily misinterpreted and it is unlikely laymen can understand them."

It was only after a vociferous protest by the press, the public and even certain members of the board of education that any test-score information was made public. These test

results were not broken down by race, but were a composite of white and Negro students. The results, as revealed, showed that the students in the District of Columbia integrated schools were one to two grades below the national norms.

It was, accordingly, perfectly clear to the subcommittee that it was the intention of the board of education to conceal the disparity in educational achievement of the races by adopting a policy of not keeping statistics by race. The staff members, without success, sought vigorously to obtain a racial breakdown of these test results.

It was observed that schools tested were indicated in the reports by an alphabet code. The delivery of this code could not have violated the policy provision of not keeping statistics by race. Demand was, therefore, made for this code, which was in due time furnished to the subcommittee.

After this code was received, a racial breakdown of the schools was made by the subcommittee staff.

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The result of these tests admittedly shocked the school administration. It was particularly shocking when it was discovered that there were a great many students, the overwhelming majority being Negro, in the senior high school, who could only read on the third, fourth and fifth-grade level.

In an effort to prevent the rapid deterioration of the educational advancement of the more capable students, there was conceived for the 1956 term of school a form of segregation by abilities referred to as the "four-track" plan. This plan was created to group the students according to ability to learn and was confined to the tenth grade.

The students who are assigned to the honors program are the above-average students, the gifted youngsters who can go through a strong academic program, leading toward college preparation, with special emphasis upon sciences, mathematics and the foreign languages.

Out of 5,193 students, 1,921 white and 3,272 colored, enrolled in the tenth grade, 365 students qualified in the first group. Of this number 315 were white students and 50 were Negro students.

Youngsters for this particular curriculum pattern are selected by their counselors and the principal of each high school, on the basis of achievement scores in reading, arithmetic, their intelligence quotient as indicated by the tests used, their academic records, and the recommendations of teachers.

Out of 5,099 students enrolled in the tenth grade, 1,159 students qualified in the second group, the regular college-preparatory group. Of this number 803 were white students and 356 were Negro students.

The third group, designated as "general curriculum," consisted of students who plan to go into a job or become married and do not plan to continue their education beyond high school. They are in the main a group not capable of doing regular college work.

Out of 5,099 students enrolled in the tenth grade, 2,098 students qualified in the third group. Of this number 643 were white students and 1,453 were Negro students.

The fourth group, designated as "basic," was designed for the severely retarded students who had achieved on the sixth-grade level and below in arithmetic and reading.

Out of 5,099 students enrolled in the tenth grade, 1,477 students were placed in this group. Of this number 158 were white students and 1,319 were Negro students.

The testimony revealed that there was a doubt as to whether some of the students in the second, or "regular college preparatory" group, were on the tenth-grade reading level. It was definitely established that the third, or "general" group, ranged as low as the seventh-grade reading level. The fourth, or "basic" group, ranged from the third to sixth-grade reading level.

The four-track plan was devised so as to avoid the demotion from high school of students who were on the third, fourth, fifth, sixth, and seventh-grade reading level.

In the eighth-grade reading-word meaning-test the Negro students not only averaged 2 grades and 1 month below the eighth grade, second month, but they were 4 grades and 1 month behind the white students.

In the eighth-grade reading-paragraph meaning-test, the Negro students not only averaged 2 grades and 4 months below the eighth grade, second month, but they were 4 grades and 2 months behind the white students.

In the eighth-grade arithmetic-reasoning test, the Negro students not only averaged 2 grades and 1 month below the eighth grade, second month, but they were 2 grades and 8 months behind the white students.

In the eighth-grade arithmetic-computation test the Negro students not only averaged 2 grades and 3 months below the eighth grade, second month, but they were 2 grades and 5 months behind the white students.

The picture becomes clearer when we note the following breakdown:

In the eighth-grade reading-word meaning-test, 1,973 out of 2,995, or 65.8 per cent of the Negro students tested, graded as follows: sixth grade, 531; fifth grade, 645; fourth grade, 653; third grade, 140; and second grade, 4.

In the eighth-grade reading-paragraph meaning-test, 2,161 out of 2,991, or 72.3 per cent of the Negro students tested, graded as follows: sixth grade, 520; fifth grade, 538; fourth grade, 676; third grade, 385; second grade, 40; and first grade, 2.

In the eighth-grade arithmetic-reasoning test, 2,242 out of 2,908, or 77.1 per cent, of the Negro students tested, graded as follows: sixth grade, 883; fifth grade, 617; fourth grade, 633; third grade, 82; and second grade, 27.

In the eighth-grade arithmetic-computation test, 2,456 out of 3,002, or 81.8 per cent of the Negro students tested, graded as follows: sixth grade, 993; fifth grade, 1019; fourth grade, 375; third grade, 67; and second grade, 2.

Contentions were made during the hearings that the disparity between Negro and white students in educational achievement and mental ability to learn could be attributed to:

1. Alleged low social-economic background of Negroes.
2. Discrimination against former division II [all-Negro] schools.
3. Overcrowded classrooms.

The result of the Stanford achievement test and California test of mental maturity which was given to the District of Columbia third-grade students refutes these contentions.

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It should be noted that the third-grade students to whom these tests were administered were in the first grade when the schools of the District of Columbia were integrated. At the time of the tests the white and Negro students were in the second year of integration.

The Stanford achievement test showed that the white third-grade students were on a level with the national average. On the other hand, the Negro third-grade students were already one full grade below the national average.

The California test of mental maturity showed that the white elementary students had an average I. Q. rating of 105, which was above the national average. The Negro elementary students had an average of 87, or 13 percentile below the national average.

The hearings reveal that the higher the grade the wider is the disparity between the white and colored students in educational achievement and I. Q.

These developments under the integrated program have caused the school administration to accelerate its program of grouping students according to educational achievement and mental ability to learn. The result is a new form of segregation: Instead of having a segregated school system, they now have segregation in different classrooms under the same roof.

Integration of the schools required the lowering of educational standards in order to meet the problem of teaching colored students who came over from the division II [formerly all-Negro] schools totally unprepared to pursue their studies in the grades to which they were assigned. Many were not on the grade level represented and were marked satisfactory when they were not satisfactory.

Testimony revealed that in the division II schools many promotions had been automatic, without regard to achievement. Students were placed according to their ages, sizes and social maturity.

Many children in the sixth grade could not read on the fourth-grade level to the extent that they could be taught social studies, such as geography and history.

One principal testified that she would not be able to use a great many of the sixth-grade books because of the vocabulary of the students; that it was impossible to teach geography. Her testimony was:

"I said I have a great many sixth-grade books that I won't be able to use, because of the vocabulary and, well, the whole setup. In fact, you are supposed to teach Canada and South America and that sort of thing in the sixth grade, and my sixth-grade teachers said, 'Well, they don't know where Washington is.' And it really isn't funny. It is tragic. I mean, it isn't funny. They don't know where Washington is, and they don't know enough about their own country."

The following tables give a brief view of the existing conditions in the District of Columbia in regard to the mental level and achievement of both races:

The new Washington, D. C., 4-track plan 43 and 44.

[The number of white and Negro pupils in each of the 4 tracks--placed according to mentality, and ability; also, percentage by races in each track. Report of number in 10A groups by curriculum sequences as of June 12, 1956. Senior High School Office, June 12, 1956]

(11)

Schools	Honors	College	General	Basic	Totals
Anacostia					615
White	48	102	260	51	461
Negro	1	20	88	45	154
Armstrong					264
White			0	0	0
Negro			50	214	264
Cardozo					505
White		0	0	0	0
Negro		37	192	283	505
Coolidge					528
White	96	234	123	38	491
Negro	2	5	12	19	38
Dunbar					335
White		1	0	0	1
Negro		61	236	37	334
Eastern					553
White		23	62	9	94
Negro		63	215	181	459
McKinley					401
White	18	14	38	16	86
Negro	18	56	132	109	315
Roosevelt					438
White	14	36	45	19	114
Negro	12	59	107	146	324
Spingarn					687
White	0	0	0	0	0
Negro	13	47	385	242	687
Western					307
White	66	63	62	25	216
Negro	4	8	36	43	91
Wilson					458
White	73	330	55	0	458
Negro	0	0	0	0	0
Total					5,099
White	315	803	645	158	1,921
Negro	50	356	1,453	1,319	3,178
Grand total	365	1,159	2,098	1,477	5,099
Percentage:					
White	16.4	41.8	33.6	8.2	
Negro	1.5	11.3	45.7	41.5	
Number of sections	12	38	63	57	170
Percentage of total	7.1	22.7	41.2	29.0	

Percentage

Percentage of white capable of taking college preparatory courses	58.2
Corresponding percentage of Negroes	12.8
Integrated group as per cent on total enrollment	29.8
National average based on the criteria of the District of Columbia plan	50.0

Washington, D. C., intelligence tests results, 1955-56

	American Council on Education psychological examinations	California mental-maturity tests
Grades taking tests.....	12th grade 9th grade 6th grade 3d grade	
National average	89	100
District of Columbia average	69	92
White schools	92.3	104
Integrated schools	77.7	93
Negro schools	51.8	87
White and Negro difference in points	40.7	17

- * Washington twelfth-grade students rate nationally as follows:
- (a) 25 per cent of them are in the low 6th percentile of United States seniors.
 - (b) 50 per cent of them are below the 23d percentile of United States seniors.
 - (c) 75 per cent of them are below the 56th percentile of United States seniors.

In the twelfth grade, graduates from the vocational schools

were not listed. This would have lowered the District of Columbia average. There is quite a wide difference between the average intelligence in integrated schools and all-white schools. Unless an adequate budget is set up for this group, both races will fall behind. The only way mixed classes of low mentality can hope to progress, even slowly, is to greatly reduce the size of the classes; also, take special problem cases to special school; and provide good teachers.

DISCIPLINE—TRUANCY—JUVENILE DELINQUENCY

Prior to the integration of the schools in the District of Columbia there were very few unusual disciplinary problems in either of the school systems. Since the integration of the schools there have been very few unusual disciplinary problems in the predominately segregated schools.

Disciplinary problems in the predominately integrated schools have been described as appalling, demoralizing, intolerable, and disgraceful.

Fighting, lying, stealing, vandalism, obscene writing, vulgar talking, absenteeism, tardiness and truancy have increased to an amazing degree.

Mental and physical suffering has affected the health and morale of many white teachers as a reaction to these unexpected disciplinary problems that arose in the predominately integrated schools.

Some white teachers have resigned, some have retired before the fixed date for their retirement, and some have indicated they will leave the school system as soon as possible for them to do so.

For the first time in the history of some of the schools, teachers were required to police the corridors and playgrounds and cafeterias. Disorder in the classrooms greatly reduced teaching efficiency, and retarded the ability of students to learn. Police were called on numerous occasions to the various integrated schools.

The overwhelming majority of those interviewed mentioned the following items:

(a) Stealing: Innumerable cases were reported. Several courses of study or class methods were changed because theft removed materials and supplies so rapidly they could not operate. In many schools everything must be locked up. Often keys are stolen and articles removed. Teachers showed exasperation and despair at their complete helplessness in this phase of conduct.

(b) Lying: In some instances, both pupils and parents would lie when the truth would serve their purpose better. Truthfulness in many schools is losing ground.

(c) Cheating: Instances of cheating since integration have increased.

(d) Fighting: An unusually large number of fights have occurred on the grounds, corridors, and often in the classrooms. Weapons have been taken away from pupils on numerous occasions. Serious fights were reported between whites and Negroes.

(e) Vandalism: Wanton destruction of property has increased since integration. Teachers and principals told of the contrast before and after integration.

(f) Obscene language: The vilest sex talk, dirty writing on the walls, foul and unspeakable language to teachers, and vicious and obscene tongue battles in classrooms, as

well as during recess, seem to occur often enough to be a major handicap to a learning situation, as well as to cultural development.

The all-white and all-Negro schools reported little or no change in the problems of discipline in their schools. An increase of exasperating cases of discipline is a development in integrated schools of the city.

SOCIAL ACTIVITY, SEX PROBLEMS, AND DISEASE

The curtailment of normal social activities and the surprising sex problems were part of the price the people of the District of Columbia paid for an integrated school system.

One of the dangerous and deplorable developments in the District of Columbia schools is the sex attitude of the Negro—even down into the lower elementary grades. The fact that 13 little Negro girls—6 years old and under—were treated for gonorrhea in 1955 is only a sample of the sex attitude found in the District of Columbia today.

Teachers in the integrated schools reported deplorable conditions in sex contacts in their schools. Reports of attempted rape, assaults, chasing girls and even teachers, Negro girls soliciting boys at school, sex talk, and suggestive talking and attempted fondling of white girls, and innumerable sex affronts were reported by the school personnel that was interviewed.

Illegitimate children born to 15-year-old girls increased 42 per cent during the first year of integration over the previous year. Very few whites were involved. The increase for girls under 15 years of age was 23 per cent.

The Department of Health reported 854 cases of gonorrhea alone among school children in 1955—97.8 per cent were Negroes.

The following tables will show more clearly the situation confronting the school administration:

Number of cases of venereal diseases reported, by color and diagnosis, fiscal year 1955

Diagnosis	White	Colored
Total syphilis	368	2,195
Gonorrhea	271	10,243
Chancroid	4	91
Lymphogranuloma venereum	3	68
Granuloma inguinale	0	24
Venereal diseases, total	646	12,621

SOURCE: District of Columbia Department of Public Health.

Illegitimate births

Year	Total	White	Nonwhite	Per cent nonwhite births that are illegitimate	Per cent nonwhite births that are illegitimate
1945	1,954	483	1,471	75	25
1946	2,192	563	1,629	74	23
1947	2,249	523	1,717	77	21
1948	2,628	525	2,103	80	23
1949	2,424	417	2,007	81	22
1950	2,801	505	2,296	82	23
1951	3,068	552	2,516	82	24
1952	3,395	591	2,804	83	26
1953	3,669	620	3,049	83	26.5
1954	3,745	617	3,128	84	26

SOURCE: District of Columbia Department of Public Health, Biostatistics and Health, Education Division.

(14)

Quoting Howard West on ringworm of the scalp, 1955: ... "There were 1,664 new cases, of which 124 were white and 1,540 nonwhite: The nonwhite cases represented 92.5 per cent of the total.

THE OVERCROWDING—CLASS SIZE

The District of Columbia school officials constantly referred to overcrowding in buildings and large classes as a cause of low achievement. However, the Washington Negro's class load improved during the war years, and was lower in 1953-54 than in 1939-40. This is true of elementary, junior and senior high schools.

The claims regarding lack of space are not borne out by the facts. The records submitted give the following information:

The city transferred 20 white schools to Negroes, 1946 to 1953, pupil capacity—10,770

27 new Negro buildings were constructed, adding pupil capacity—14,270

9 Negro buildings were under construction prior to September, 1954, adding pupil capacity—5,022

Total additional Negro pupils' desks in use, or in sight after 1946 and before September, 1954, were—30,062

Negro enrollment:

	1946-47	1953-54
Elementary—	25,963	37,588
Junior high school—	8,633	13,257
Senior high school—	4,666	5,729
Total—	39,262	56,574

Total Negro growth (1946-53), elementary, junior and senior schools—17,312

With 25,000 additional desks in use and 5,000 more in sight, and an increase of only 17,312 pupils, the crowded conditions and lack of assigned Negro teachers needs full explanation and investigation. Data to explain this situation is lacking.

FINANCES

The difficulties being encountered in the District of Columbia public schools cannot be attributed to the lack of finances.

Appropriations for school operation and capital improvement, as well as salaries paid to teachers, were far in excess of the overwhelming majority of school districts in the United States, and also very respectable when compared with the school districts much larger than Washington.

The United States Department of Health, Education and Welfare revealed the following for the year 1954-55:

Washington, with 95,000 students in average daily attendance, spent \$1.71 per pupil per day, or \$307.80 per year.

Neighboring Baltimore, with 133,122 students in average daily attendance, spent \$1.45 per pupil per day, or \$269.70 per year.

Philadelphia, with 202,822 students in average daily attendance, spent \$1.72 per pupil per day, or \$323.37 per year.

Detroit, with 239,226 students in average daily attendance, spent \$1.73 per pupil per day, or \$321.78 per year.

Cleveland, with 105,759 students in average daily attendance, spent \$1.75 per pupil per day, or \$322 per year.

Houston, with 117,000 students in average daily attendance, spent \$1.27 per pupil per day or \$222.25 per year.

Dallas, with 81,264 students in average daily attendance, spent \$1.33 per pupil, or \$236.74 per year.

(15)

Memphis, with 66,556 students in average daily attendance, spent 77 cents per pupil, or \$138.60 per year.

From 1953 through 1957, inclusive, \$175,132,073 was appropriated for operating expenses, teachers' retirement fund and capital improvements to the District of Columbia schools.

Compared with other school districts, the teachers of the District of Columbia are well paid. Teachers' salaries are paid on basis of bachelor of science and master's degrees.

The minimum salary paid in the District schools to a teacher with a bachelor's degree is \$3,900. This ranks the District fourth among the following cities in the United States: Chicago, Los Angeles, Detroit, Washington, Cleveland, New York, San Francisco, Milwaukee, Buffalo, Boston, Cincinnati, St. Louis and Houston.

The minimum salary paid in the District to a teacher with a master's degree is \$4,400. This ranks Washington first among the following cities in the United States: Washington, Los Angeles, Chicago, Detroit, New York, San Francisco, Cleveland, Buffalo, Minneapolis, Milwaukee, Cincinnati, St. Louis, Baltimore, Pittsburgh, Houston and New Orleans.

The maximum salary paid in the District to a teacher with a master's degree is \$6,300. This ranks the District sixth among the cities heretofore set out.

Having heretofore set out in considerable detail the various phases of the District of Columbia school operation and the problem of juvenile delinquency as pertaining to said schools, the subcommittee, after a very careful review of the established facts, concludes and finds that:

FINDINGS AND CONCLUSIONS

1. The board of education, without sufficient consideration of the enormous problem, with scant preparation and without adequate study or survey of known integrated school systems, too hastily ordered the integration of the District of Columbia schools.

2. The forced integration of the schools in the District of Columbia greatly accelerated an exodus of the white residents to the suburban areas of Virginia and Maryland. The present exodus seriously threatens the educational, economic, cultural, religious and social foundation of the District. If the exodus continues at its present rate, the District will become a predominantly Negro community in the not-too-distant future.

3. The integration of the schools in the District of Columbia has focused attention upon the differences in ability to learn and educational achievement between the average white and Negro students, as reflected by the national standardized tests.

4. The wide disparity in mental ability to learn and educational achievement between the white and Negro students has created a most difficult teaching situation in the integrated schools. So much of the time of the teachers is being taken up in teaching the retarded students that the capable students are not receiving the proper time and attention and are therefore failing to develop in accordance with their educational ability.

5. The majority of white principals and teachers faced the challenge presented by integration with high morale, cooperation and determination. At the outset, many felt that integration was correct. After two years of trial, many of these same principals and teachers testified that the integra-

tion of the schools has been of little or no benefit to either race. The morale of some has been shattered, their health has been impaired, and some have separated themselves from the school system by resignation and early retirement. The replacement of these teachers presents a very serious problem to the District schools because white-teacher applications have declined materially.

6. Discipline problems and delinquency resulting from the integration of the schools have been appalling. It was unexpected and came as a great shock.

While there were no new discipline problems in the schools that were not materially integrated, the unpreparedness for the turmoil that ensued disrupted the orderly administration of the predominantly integrated schools.

This condition had a very pronounced effect in retarding the educational progress of the students.

A continuation of this situation will ultimately destroy the effectiveness of teaching in the integrated schools.

7. Sex problems in the predominantly integrated schools have become a matter of vital concern to the parents.

One out of every four Negro children born in the District of Columbia is illegitimate.

The number of cases of venereal disease among Negroes of school age has been found to be astounding and tragic.

The Negro has demonstrated a sex attitude from the primary to high-school grades that has greatly alarmed white parents and is a contributing cause of the exodus of the white residents of the District of Columbia.

The integrated schools have found it necessary to curtail greatly, and in many cases eliminate completely, social activities formerly considered a vital element in the education of students in the segregated schools.

8. The operation and maintenance of the District schools have been more adequately financed than the average school system. From this standpoint they compare favorably with the outstanding school systems in the nation. The teachers' salary scale is among the highest.

The two years' experience with the operation of the integrated District school system has conclusively shown that the cost of operating the integrated schools will be substantially increased.

Requests for additional funds by the school administration and the increased budget and capital outlay substantiate this finding.

These demands are being made in the light of the fact that the total school population has not materially increased in the past three years.

9. On the average, the Negro students, because of limited achievements, are unable to compete scholastically with the more advanced white students. This condition imposes upon the slower students a psychological barrier denoting inferiority, and manifests itself in social misbehavior.

10. The committee concludes that the integrated school system of the District of Columbia is not a model to be copied by other communities in the United States. On the contrary, it finds that the integrated school system in the District of Columbia cannot be copied by those who seek an orderly and successful school operation.

Pursuant to the above-mentioned findings, the subcommittee recommends that legislation be enacted to accomplish—

1. Liberalization of present student-transfer policies in order to permit children to be moved from one school to another in accordance with the needs of the child and the desires of the parents.
2. The creation of separate continuation and trade schools for pupils of low mental ability incapable of achieving at the high-school level.
3. The establishment of separate schools, with adequately trained personnel, for the housing and teaching of atypical students.
4. The establishment of a separate training school for the housing and teaching of chronic delinquents and incorrigible students.
5. Modification of the present school-attendance laws, so as to confer upon school officials greater latitude in their authority to deal with individual problem cases.
6. The maintenance of records, statistical data and other official information relating to the operation of the District of Columbia schools by sex and race.
7. The creation of a high-standard, city-wide technical high school.
8. Conversion of the District of Columbia Teachers College to a two-year junior college.
9. The employment of competent and capable teachers to be restricted to applicants who have successfully passed the national teachers' examination.
10. A method by which members of the board of education may be removed from their positions for cause.

Some Committee Members Say: Return to Segregation

Following is full text of "additional views" filed as a supplement to the report and signed by four members:

We believe that the recommendations contained in the subcommittee report, if enacted, would serve to improve public-school education in the District of Columbia; however, on the basis of information furnished the subcommittee during the hearings, we are of the opinion that the act of integrating the former division I and division II schools has seriously damaged the public-school system in the District of Columbia.

The evidence taken as a whole points to a definite impairment of educational opportunities for members of both white and Negro races as a result of integration with little prospect of remedy in the future.

Therefore, we recommend that racially separate public schools be re-established for the education of white and Negro pupils in the District of Columbia, and that such schools be maintained on a completely separate and equal basis.

JAMES C. DAVIS
JOHN BELL WILLIAMS
WOODROW W. JONES
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